**INDIVIDUAL ASSESSMENT**

**PART I: PEER AND SELF ASSESSMENT**

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|  | **SPECIFIC DETAILS ON WHAT PART OF THE UNIT YOU COMPLETED** | **PERCENTAGE OF THE OVERALL UNIT THAT YOU COMPLETED** |
| STUDENT NAME  Vanessa Campagna | * Individual templates and appendices * Unit Plan Assignment Cover Page (all sections except for unit rationale) * Title Page * Putting together the final product (editing, formatting, printing, posting to the wiki) | 25% |
| STUDENT NAME  Danielle Kates | * Individual templates and appendices * Section on Differentiated Instruction * Calendar | 25% |
| STUDENT NAME  Emilia Malatesta | * Individual templates and appendices * Stage 1 * Culminating Activity * Culminating Activity Rubric * Description for unit rationale for the Cover Page | 25% |
| STUDENT NAME  Kristy MacKeil | * Individual templates and appendices * Stage 2 | 25% |

**PART II: INDIVIDUAL UNIT PLAN CONTRIBUTION**

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|  | **Strands Targeted** | **Overall Expectations** | **Learning Goals** | **Instructional Strategies/Learning Activities** | **Resources Used** | **Assessment Tools/Strategies** | **Assessment Type** |
| *Example* | * *Oral*   *X Reading & Literature*   * *Writing* * *Media* |  | *Students will understand the format of the information paragraph* | •  *Cooperative Learning:*  *Students will reassemble an information paragraph*  •  *Individual Learning:*  *Students will highlight parts of an information paragraph and*  *brainstorm content to write their own paragraph* | •  *OSSLT Prep Resource Book*  •  *Information paragraph on Astronomy cut and put in envelopes* | •  *Paragraph*  *re-assembly (AasL)*  •  *Paragraph highlighting I (AasL)*  •  *Paragraph*  *highlighting II (AofL)* | * AforL   X AasL  X AofL |
| Lesson Plan 1: What Makes a Hero? | * Oral * Reading & Literature * Writing * Media | 1) Reading for Meaning  2) Understanding Form and Style | - Familiar with the concept of heroism and the qualities a hero possesses  - identify heroes in daily life  - identify different types of heroes | Individual Learning: Students will use a mind map to identify their own personal hero and write a one paragraph response using the mind map as a guide | - Youtube video “Morgan Kelly On What Makes a Hero? Written by Morgan Kelly” <http://www.youtube.com/watch?v=M4trq_qYEXY> | - Mind Map: What Makes a Hero: AforL, AofL | * AforL * AasL * AofL |
| Lesson Plan 2: Introducing the Adventure of Silver Blaze | * Oral * Reading & Literature * Writing * Media | 1) Reading for Meaning  2) Understanding Form and Style | - identify and analyze component of a short story  - make inferences about plot  - identify heroism in writing  - develop reading and reasoning skills | Cooperative Learning: Students will work on a Think-Pair-Share activity and Reading Response Sheet and will also partake in class discussion  Individual Learning: Students will complete an Exit Pass | - Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  - Mini Mystery: The Case of the Snack Shack | - Think-Pair-Share: AforL  - Reading Review w/ Graphic Organizer: AofL  - Class Discussion and Exit Pass: AforL, AofL | * AforL * AasL * AofL |
| Lesson Plan 3: The Adventure of Silver Blaze Part 2 | * Oral * Reading & Literature * Writing * Media | 1) Reading for Meaning  2) Understanding Form and Style | - identify and analyze component of a short story  - make inferences about plot  - identify heroism in writing  - develop reading and reasoning skills  - analyze the concept of justice in writing | Cooperative Learning: Students will work on a Think-Pair-Share activity and Reading Response Sheet and will also partake in class discussion  Individual Learning: Students will complete an Exit Pass | - Adventures of Sherlock Holmes: XIII The Adventure of Silver Blaze by Sir Arthur Conan Doyle  - Mini Mystery: The Case of the Disappearing Dimes | - Think-Pair-Share: AforL  - Reading Review w/ Graphic Organizer: AofL  - Class Discussion and Exit Pass: AforL, AofL | * AforL * AasL * AofL |
| Lesson Plan 4: Adaptation | * Oral * Reading & Literature * Writing   Media | 2)Understanding Media Forms, Conventions, and Techniques | - analyze justice and the role of the hero in writing  - critically analyze different versions of the same story | Cooperative Learning: Students will partake in a Classroom Barometer Activity  Individual Learning: Students will watch a movie and complete an Exit Pass | - Silver Blaze Part 1 of 6 (Sherlock Holmes )  - Silver Blaze Part 2 of 6 (Sherlock Holmes )  - Silver Blaze Part 3 of 6 (Sherlock Holmes )  - Silver Blaze Part 4 of 6 (Sherlock Holmes )  - Silver Blaze Part 5 of 6 (Sherlock Holmes )  - Silver Blaze Part 6 of 6 (Sherlock Holmes ) | - Class Barometer: AasL, AforL  - Critical Movie Screening: AforL  - Exit Pass: AforL, AofL | * AforL * AasL * AofL |
| Lesson Plan 5: Release Your Inner Film Critic | * Oral * Reading & Literature * Writing * Media | Writing  1)Developing and Organizing Content  Media  2)Understanding Media Forms, Conventions, and Techniques | - analyze justice and the role of the hero in writing and film  - critically analyze different versions of the same story | Cooperative Learning: Students will partake in a Think-Pair-Share activity  Individual Learning: Students will have a work period to work on their Culminating Activity and Critical Movie Analysis | - Mini Mystery: The In-Line Skater by Hy Conrad | - Think-Pair-Share: AforL  - Critical Movie Analysis: AofL | * AforL * AasL * AofL |
| Differentiated Instruction Used: Throughout the lessons, DI is built in to cater to a wide variety of learners who have specific learning preferences and multiple intelligences (e.g. visual, oral, mathematic, linguistic). There are also several learning and literacy supports included, such as graphic organizers and scaffolded question and answer sheets. Students who need extra time also receive built in work periods to finish their assignments, including time to work on the culminating activity. | | | | | | | |
| Equity Infusion and Considerations: Equity is built into the lessons by allowing the students to actively take part in the definition of a hero – it is their heroes that define what a true hero really is, regardless of ethnicity, gender, sexual orientation, religion, etc. | | | | | | | |